

The Use of Inviting Non-Violent Communication Approach in Enhancing Communication Abilities of Senior High School Students

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Abstract

The study presents a comprehensive overview of the effectiveness of Inviting Non-Violent Communication (NVC) in enhancing oral communication abilities and understanding oral communication apprehension (OCA) among senior high school students. Grounded in Bandura's self-efficacy theory, the study investigates the correlation between students' beliefs in their communication capabilities and their performance. The primary objective was to evaluate the impact of NVC on Grade 11 students' communication skills through pre- and post-test assessments across various tasks, while also identifying transformative learning experiences during the intervention. Data analysis revealed that while students demonstrated satisfactory abilities in identifying speech contexts, significant improvements were needed in public speaking and clarity. Post-intervention results indicated notable enhancements in communication abilities and confidence levels, affirming the efficacy of the NVC approach. Interviews highlighted three key themes: increased confidence, improved clarity in expression, and reduced anxiety due to a supportive environment. The findings underscore the importance of fostering a nurturing communication atmosphere, suggesting implications for educational practices aimed at reducing apprehension and enhancing interpersonal skills. Recommendations include implementing targeted language intervention strategies, integrating NVC training in teacher development programs, and promoting a school culture that values emotional safety. Overall, this study advocates for the systematic incorporation of NVC to empower students and improve their communication outcomes.

Keywords: Communication Abilities, Inviting Non-Violent Communication, Oral Communication Apprehension, Senior High School

1. Introduction

Oral communication is the ability to convey information and ideas effectively through spoken language, encompassing skills like articulation, clarity, tone, and non-verbal cues such as gestures and facial expressions. Strong oral communication skills enable individuals to connect with others, influence outcomes, and build relationships in personal and professional settings. In the 21st century, the importance of communication has transformed interactions across various fields, including corporate and educational environments. Integrating a non-violent communication (NVC) approach in the classroom can enhance oral communication by promoting empathy and respect. NVC encourages students to express their feelings and needs without judgment, fostering deeper connections and creating a safe space for open dialogue.

The COVID-19 pandemic forced many to stay home, leading to a decline in face-to-face communication and an increase in reliance on digital media. This shift heightened oral communication apprehension, or speech anxiety—fear experienced when speaking publicly (McCroskey & Beatty, 1986). Factors such as past negative experiences and lack of confidence can exacerbate this anxiety, hindering academic performance and relationships. An NVC approach can mitigate these fears by encouraging supportive peer interactions, helping students gain confidence in their communication skills.

Hua (2010) studied factors influencing oral communication strategies, finding that while students often used message reduction and alternation, they rarely employed message abandonment techniques. This highlights the need for practical experience and motivation in developing oral proficiency. Baclig (2020) noted a decline in the Philippines' English Proficiency Index, underscoring the necessity of improving English language education. The NVC framework can significantly enhance English language learning by creating a supportive environment where students feel safe to express themselves, reducing communication apprehension and promoting constructive feedback.

A local study by Ramos and Alcazaren at Cebu Technological University emphasized the interconnection of speaking and writing skills. However, using English as the medium of instruction can sometimes hinder student engagement in oral communication, affecting learning outcomes. NVC strategies can improve student involvement by addressing the emotional and social aspects of communication. In conclusion, adapting instructional approaches to align with national priorities and workforce needs is vital for Senior High School graduates.

1.1 Statement of the Problem

This research determined the effectiveness of Using Inviting Non-Violent Communication approach to enhance the Communication Abilities (CA) and understanding Oral Communication Apprehension (OCA) among Grade 11 Senior High School students of the University of Southern Philippines Foundation, Inc (USPF), Lahug Campus, Cebu City, during the A.Y 2024-2025 as basis for developing an enforced language intervention guide.

Specifically, it sought to answer the following questions:

1. What is the pre-test performance of the students in terms of Communication Abilities (CA) based on their ability to identify the various types of speech context?
2. What is the pre-test performance of the students in terms of Oral Communication Apprehension (OCA) based on the following oral communication tasks?
 - 2.1 Expressing thoughts clearly during oral interactions;
 - 2.2 Responding confidently in front of an audience; and
 - 2.3 Pronouncing words accurately and clearly during oral communication?
3. After using the Inviting Non-Violent Communication Approach, what is the post-test performance of the students in terms of Communication Abilities (CA) based on their ability to identify the various types of speech context?
4. After using the Inviting Non-Violent Communication Approach, what is the post-test performance level of the students in terms of Oral Communication Apprehension (OCA) based on the aforementioned oral communication tasks?
5. Is there a significant difference between the students' pre-test and post-test performance in terms of Communication Abilities (CA), and between their pre-test and post-test performance levels in Oral Communication Apprehension (OCA) based on the oral communication tasks?
6. What are the learning experiences of the respondents during the use of the strategy?
7. Based on the findings, what enforced language intervention guide can be developed?

1.2 Statement of the Null Hypothesis

Ho1: There is no significant difference between the students' pre-test and post-test performance in terms of communication abilities; and

Ho2: There is no significant difference between the students' pre-test and post-test performance levels in Oral Communication apprehension.

2. Literature Review

Five fundamental educational theories that are pertinent to oral communication instruction form the basis of this study's theoretical framework.

The Constructivist Theory of Communication, influenced by Smith (1970), views communication as a collaborative process where individuals actively construct meaning through interactions. This approach emphasizes context, participation, and the negotiation of meaning, aligning with humanization, which sees communication as a personal and relational experience. For students, improving oral communication involves mastering language while engaging empathetically with peers to build meaningful connections.

Complementing this, the Humanistic Theory values empathy, authenticity, and unconditional positive regard, essential for students to express themselves clearly and confidently. Social Constructivism further acknowledges the role of social interactions in knowledge construction, promoting collaborative learning to enhance oral communication skills in a supportive environment. The Transactional Model of Communication emphasizes active listening and responsive dialogue as vital for effective communication.

Emotional Appraisal, central to Cognitive Appraisal Theory by Richard Lazarus, explores how individuals assess communication situations, affecting their emotional responses and behaviors. This appraisal can lead to anxiety or confidence, depending on how one perceives a situation. Recognizing these appraisal processes helps individuals manage anxiety through techniques such as positive self-talk and preparation.

Self-efficacy theory, developed by Albert Bandura, asserts that beliefs in one's abilities influence thoughts, feelings, and actions. High self-efficacy fosters resilience, effective communication, and achievement, while low self-efficacy can result in anxiety and lack of confidence. Key factors include mastery experiences, vicarious experiences, social persuasion, and emotional states, all impacting one's sense of efficacy.

The Deficit Theory, proposed by Eller (1989), highlights challenges faced by students from low socioeconomic backgrounds who may lack fundamental language skills. This deficiency can hinder their academic success and communication abilities, leading to psychological issues. Researchers have noted that children without adequate language skills often struggle to express themselves, which can affect their social interactions and overall development.

Together, these theories emphasize the importance of empathy, authenticity, and collaboration in developing students' oral communication skills, while also addressing the emotional and cognitive factors that influence communication efficacy.

3. Materials and Methods

3.1 Research Design

The employed a mixed-method research design aimed at enhancing and assessing the communication abilities of senior high school students while also exploring their understanding of oral communication apprehension. This comprehensive approach allowed for the collection of specific data that was essential for gaining insights into the challenges students faced and the skills they needed to develop in order to communicate effectively. By integrating both qualitative and quantitative methods, the study sought to provide a deeper understanding of the factors influencing students' communication experiences.

3.2 Research Environment

The research study was conducted at one of the private universities in Cebu City. The university provided an optimal research environment which characterized by well-equipped facilities and abundant resources that facilitated the collection and analysis of data pertaining to the study Communication Apprehension and Communication Abilities of Senior High School students. Within this research environment, designated spaces were allocated for data collection purposes. These spaces, such as classrooms or dedicated research areas, were thoughtfully organized to ensure participants' privacy and minimize distractions. By creating a conducive atmosphere, participants were able to engage comfortably with the survey

questionnaires, allowing them to provide accurate and genuine responses. Furthermore, the research environment fosters an atmosphere of collaboration and knowledge exchange.

3.3 Research Respondents

The research respondents for this study consisted of Senior High School students aged 15 to 19 who were currently enrolled at a private university in Cebu City. A total of 37 Grade 11 students participated during the Academic Year 2024-2025. This group was specifically selected using a purposive sampling technique, ensuring that the respondents were those enrolled in the Oral Communication in Context course during the first semester. This method allowed for a focused exploration of the communication abilities and experiences of students actively engaged in a relevant subject area, thus providing valuable insights into the impact of non-violent communication principles within the context of their education.

Table 1: Distribution of the Respondents

Sex	n	%
Male	15	46.02%
Female	17	53.98%
Total	37	100%

Grade 11 students typically received formal instruction in oral communication as part of their curriculum. This subject encompasses essential skills such as public speaking, persuasive communication, and effective listening, equipping students to articulate their ideas clearly and confidently. Their engagement with these topics allows them to gain practical experience through activities like presentations and group discussions. As a result, Grade 11 students are well-positioned to provide valuable insights into both the practical challenges and theoretical aspects of effective communication. This makes them ideal respondents for the study, as they contribute informed perspectives on the effectiveness of various communication strategies and techniques.

3.4 Data Collection Tools

The research instrument used in this study was a combination of two well-established scales. The first was the "Oral Communication in Context – Types of Speech Context" Module 5 questionnaire, adapted from the Department of Education. This questionnaire aimed to assess various aspects of oral communication in different contexts, helping to capture the nuances of students' speaking experiences.

The second questionnaire was the "Teachers' Assessment of Students' Speaking Skills" rubric developed by Basak in 2019. This rubric provided a clear framework for evaluating appropriate verbal behavior in specific speech situations, ensuring that the assessment was both structured and relevant.

The third questionnaire was a researcher-made interview questions that were used in this study applicable for the SOP 6, which underwent validation same goes with the other two-questionnaire presented above. To test the validity of the instruments, the researcher consulted three experts in the field and a statistician, whose suggestions and comments were the basis for the subsequent instrument revisions.

Lastly, the instrument was aligned with Albert Bandura's Self-Efficacy Theory (1997), which emphasizes the importance of individuals' beliefs in their capabilities to perform tasks. By integrating these two scales and theoretical perspectives, the study sought to gain a comprehensive understanding of students' oral communication skills and their confidence in using them.

3.5 Data Collection Process

The researcher sent a transmittal letter to the principal of the University of Southern Philippines Foundation, Inc. – Senior High School Lahug Department, as the first step in the data collection process. This letter outlined the study's objectives and requested approval to involve Grade 11 students as participants. Upon receiving approval, the researchers provided the students with Informed Consent Forms (ICFs), ensuring that they understood their participation was voluntary and that their responses would remain confidential. Data gathering was primarily conducted through an online survey using Google Forms. The respondents received a link to the Google Form via their school email addresses or other school communication channels, along with clear instructions for completing the survey and a submission deadline.

To ensure a high response rate, the researcher monitored survey submissions in real time and reached out to those who had not yet completed the survey with gentle reminders. In some instances, the researcher facilitated on-site data collection by providing students with access to laptops or tablets to complete the survey in a comfortable setting. Throughout the process, the researchers upheld the respondents' anonymity, and the collected data were securely stored in compliance with the Data Privacy Act. Following this, a preliminary phase involved pilot testing to assess the credibility and reliability of the survey instruments, leading to the actual data collection with 37 respondents.

3.5 Data Analysis

In this study, both descriptive and inferential statistical methods were employed to analyze the data collected from the respondents regarding their performance in Communication Abilities (CA) and Oral Communication Apprehension (OCA).

Descriptive statistics were utilized to summarize and describe the key characteristics of the data. This included the use of frequency counts and percentages to categorize the respondents based on their performance levels. Specifically, the frequency distribution provided a clear view of how many students fell into each performance category for both CA and OCA.

The percentage calculation further allowed for a straightforward interpretation of the data, making it easier to understand the proportion of students at different performance levels. Additionally, means were computed to provide an overall average score for both CA and OCA, allowing for a comparison of the general performance level of students in communication skills and their apprehension in oral communication. This descriptive analysis offered a foundational understanding of the students' communication abilities and their associated anxieties.

To assess whether there was a significant difference in the performance levels of students before and after the intervention or training in non-violent communication, inferential statistics were employed. Specifically, a paired t-test was conducted. This statistical test is appropriate for comparing two related samples, such as the same group of students assessed at two different points in time (e.g., pre- and post-intervention).

The paired t-test evaluates the null hypothesis that there is no difference in the means of the two related groups. By calculating the t-statistic and the corresponding p-value, the study determined whether the observed differences in performance levels were statistically significant. A significance level (typically set at 0.05) was used to evaluate the results, whereby a p-value less than 0.05 would indicate a significant difference in communication abilities or oral communication apprehension among the students.

4. Results and Discussion

This section presented the results of the data gathered based on the study's objectives, which included the respondents' levels of Communication Abilities (CA) and Oral Communication Apprehension (OCA). The study aimed to assess students' pre-test performance in identifying speech contexts and expressing thoughts clearly, as well as their confidence in public speaking. Following the implementation of the Inviting Non-Violent Communication approach, the focus shifted to evaluating students' post-test performance in these areas. Additionally, the study explored students' learning experiences during the intervention and aimed to develop an enforced language intervention guide to support ongoing improvement in communication skills.

4.1 Pretest Performance of Students in Communication Abilities (CA) and in terms of Oral Communication Apprehension (OCA)

The table below presents the pretest results based on students' ability to identify the various types of speech contexts. This assessment evaluates students' existing knowledge in key areas such as interpersonal communication, group dynamics, public speaking, and mass communication.

By analyzing the results, researchers can pinpoint both strengths and weaknesses in students' understanding of these critical communication principles. This evaluation process is crucial, as it allows educators to tailor their feedback and instructional strategies to meet individual

learning needs. For instance, if a significant number of students struggle with public speaking techniques, targeted workshops or practice sessions can be organized to address these gaps. Moreover, providing specific feedback not only helps students improve their communication skills but also fosters a deeper engagement with the subject matter. As students become more aware of their capabilities and areas for growth, they are more likely to take an active role in their learning process. This iterative feedback loop enhances their overall understanding of communication principles, preparing them for real-world interactions and professional environments. In summary, the pretest results serve as a foundational tool for enhancing students' communication skills, ensuring they are well-equipped to navigate various contexts effectively.

SOP 1

Table 2: Pretest Performance of Students in Communication Abilities (CA).

Score Range	Frequency	%	Category
17-20	8	21.62	Outstanding
13-16	14	37.84	Very Satisfactory
9-12	1	2.70	Satisfactory
5-8	14	37.84	Fairly Satisfactory
1-4	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	11.97		Satisfactory
Standard Deviation	4.37		

Table 2 indicated a varied distribution of student performance across different score ranges. The pretest performance of students in Communication Abilities (CA) showed varied results. A portion of students achieved Outstanding scores, reflecting a strong grasp of the material, while the largest group demonstrated solid understanding with Very Satisfactory scores. A few students fell into the Satisfactory range, indicating limited comprehension, and another group showed basic understanding but highlighted the need for improvement. Importantly, no students were in the Did Not Meet Expectations category.

Several studies can be anchored to these results Bandura (1977) on self-efficacy emphasizes the belief in one's ability to succeed in specific situations. This can be directly correlated with students' oral communication performance. Studies have shown that higher self-efficacy leads to improved communication skills and reduced anxiety (Zare, 2019). Enhancing students' confidence through mastery experiences, where they practice and succeed in communication tasks that can significantly improve their engagement and performance levels. Eller's (1989) deficit theory illustrates how students from low socioeconomic backgrounds may lack foundational language skills. This theory can help contextualize the challenges faced by certain students in the study.

SOP 2

Table 3: Pretest Performance of Students in Oral Communication Apprehension (OCA):
Expressing Thoughts Clearly during Oral Interactions

Score	Frequency	%	Category
5	0	0.00	Outstanding
4	5	13.51	Very Satisfactory
3	28	75.68	Satisfactory
2	4	10.81	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	3.03		Satisfactory
Standard Deviation	0.50		

Table 3 result indicated that a significant portion of students categorized their performance as "Satisfactory," with the overall mean score reflecting this level. A smaller percentage achieved "Very Satisfactory," while no students reached the "Outstanding" category. The consistent performance across the group highlighted the need for further emphasis on enhancing oral communication skills.

The result anchored with Juhanna's (2012) study, which indicated that many students face psychological barriers that make conversation challenging, particularly because they feel their grammar is not adequate. This data underscores the need for continued emphasis on enhancing oral communication skills to move more students into the higher performance categories.

Table 4: Pretest Performance of Students in Oral Communication Apprehension (OCA):
Responding Confidently in Front of Audience

Score Range	Frequency	%	Category
5	0	0.00	Outstanding
4	3	8.11	Very Satisfactory
3	32	86.49	Satisfactory
2	2	5.41	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	3.03		Satisfactory
Standard Deviation	0.37		

Table 4 revealed that a large majority of students exhibited satisfactory confidence when responding in front of an audience. With a mean score of 3.03, the overall performance is categorized as "Satisfactory." A substantial 86.49% of students received a score of 3, indicating they are adequately confident in their responses. Only 8.11% scored a 4, reflecting a "Very Satisfactory" level of confidence, while 5.41% fell into the "Fairly Satisfactory"

category. Notably, there were no students who achieved an "Outstanding" score or did not meet expectations.

The result indicated that experience and repeated exposure to public speaking can enhance students' confidence (Gregory, 2016). The satisfactory performance observed in the result could be attributed to prior opportunities for practice and participation in speaking activities, which align with Bandura's concept of mastery experiences.

Table 5: Pretest Performance of Students in Oral Communication Apprehension (OCA):
Pronouncing Words Accurately and Clearly in Oral Communication

Score Range	Frequency	%	Category
5	0	0.00	Outstanding
4	1	2.70	Very Satisfactory
3	35	94.59	Satisfactory
2	1	2.70	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	3.00		Satisfactory
Standard Deviation	0.24		

Table 5 indicated that a significant majority of students categorized their performance in pronunciation as "Satisfactory," with the overall mean score reflecting adequate proficiency. However, no students reached the "Outstanding" category, highlighting potential areas for further development. Overall, the findings suggest a mixed level of comprehension and performance in communication abilities, with considerable room for improvement. Targeted interventions and instructional strategies will be essential to support students in enhancing their understanding and skills in oral communication.

Juhana (2012) highlighted the psychological barriers students faced in oral communication, such as fear of mistakes and low self-esteem. Your findings suggest that many students have navigated these barriers effectively, possibly due to supportive classroom environments that encourage practice and positive reinforcement. Also, it demonstrated that constructive feedback positively influences students' self-efficacy and communication skills (Hattie & Timperley, 2007). The presence of students scoring in the "Very Satisfactory" category suggests that effective feedback mechanisms may have contributed to enhancing their confidence and ability to articulate their thoughts clearly.

4.2 Posttest Performance of Students in Communication Abilities (CA) and in Oral Communication Apprehension After Using Inviting Non-Violent Communication

The table below presented the posttest performance of students in terms of their Communication Abilities (CA) and in Oral Communication Apprehension (OCA) following the implementation of Inviting Non-Violent Communication (INVC). By fostering an environment that encourages empathy, active listening, and respectful dialogue, INVC aims to enhance students' ability to express themselves and understand others. This study seeks to evaluate the impact of this approach on students' communication abilities.

The result presented encompasses several interrelated components that collectively enhance a student's ability to engage with others meaningfully. First, identifying various types of speech contexts—such as formal, informal, persuasive, and informative—enables students to adapt their messages based on the audience and setting. This adaptability is crucial for fostering engagement and relevance in any interaction. Next, the ability to express thoughts clearly during oral interactions is vital. Clarity in communication not only conveys ideas effectively but also encourages active listening and understanding among peers. Students who can articulate their thoughts are better positioned to participate in discussions, debates, and collaborative projects. Furthermore, responding confidently in front of an audience is an essential skill that bolsters a student's presence and credibility. Confidence can significantly reduce anxiety associated with public speaking, allowing students to focus on their message rather than their nerves. This self-assuredness not only enhances their performance but also inspires trust and respect from their audience. Finally, the importance of accurately pronouncing words cannot be overstated. Clear pronunciation is foundational to effective oral communication, ensuring that the intended message is received without confusion. Mispronunciations can lead to misunderstandings and may undermine the speaker's authority. The abovementioned form a comprehensive framework in developing strong communication abilities.

SOP 3

Table 6: Posttest Performance of Students in Communication Abilities (CA).
Identifying the Various Types of Speech Context

Score Range	Frequency	%	Category
17-20	25	67.57	Outstanding
13-16	12	32.43	Very Satisfactory
9-12	0	0.00	Satisfactory
5-8	0	0.00	Fairly Satisfactory
1-4	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	17.03		Outstanding

Table 6 results showed that students performed exceptionally well in identifying various types of speech contexts, categorizing their performance as "Outstanding." A significant number of students achieved scores indicating a high level of understanding and mastery of the content. The absence of lower scores suggested that all students met or exceeded expectations, reflecting the effectiveness of the instructional strategies employed. This aligned with Bandura's self-efficacy theory, which posited that students who believed in their abilities were more likely to excel academically.

This distribution of scores emphasizes the effectiveness of the instructional strategies employed and suggests that students have a robust grasp of the various types of speech context. The absence of lower scores indicates that all students met or exceeded expectations, highlighting a successful educational outcome in this area. As discussed in Bandura's self-efficacy theory, students who believe in their abilities are more likely to excel academically (Bandura, 1994). The results indicating that all students performed at least satisfactorily suggest a strong sense of self-efficacy, which may have been fostered by the instructional environment and reinforcement strategies used.

SOP 4

Table 7: Posttest Performance of Students in Oral Communication Apprehension (OCA).
Expressing Thoughts Clearly During Oral Interactions

Score Range	Frequency	%	Category
5	6	16.22	Outstanding
4	16	43.24	Very Satisfactory
3	15	40.54	Satisfactory
2	0	0.00	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	3.76		Outstanding
Standard Deviation	0.72		

Table 7 demonstrated a high level of proficiency among students in expressing their thoughts clearly during oral interactions, with a mean score of 3.76 categorizing their performance as "Outstanding." Outstanding (5): 16.22% of students achieved this top tier, indicating exceptional clarity in expression. Very Satisfactory (4): A substantial 43.24% of students scored in this range, reflecting strong skills in oral communication. Satisfactory (3): 40.54% of students fell into this category, showing adequate ability to express their thoughts clearly. There were no students in the "Fairly Satisfactory" or "Did not meet Expectations" categories. The result of this table anchored the study of McCroskey's (1977) where concept of communication apprehension highlighted anxiety associated with speaking.

Table 8: Posttest Performance of Students in Oral Communication Apprehension (OCA).
Responding Confidently in Front of Audience

Score Range	Frequency	%	Category
5	13	35.14	Outstanding
4	12	32.43	Very Satisfactory
3	12	32.43	Satisfactory
2	0	0.00	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	4.03		Outstanding
Standard Deviation	0.83		

Table 8 revealed that students exhibited a high level of confidence when responding in front of an audience, with a mean score of 4.03 categorizing their performance as "Outstanding." Outstanding (5): 35.14% of students achieved this highest score, demonstrating exceptional confidence in their public speaking abilities. Very Satisfactory (4): 32.43% of students scored in this range, indicating strong performance and comfort in front of an audience. Satisfactory (3): Another 32.43% of students fell into this category, showing that they possess adequate confidence. No students were classified as "Fairly Satisfactory" or "Did not meet Expectations."

The standard deviation of 0.83 indicates a moderate variation in scores, with most students scoring high. This data underscores Bandura (1994) where it highlighted the importance of mastery experiences in building self-efficacy. Students who have had opportunities to practice speaking in front of others are likely to develop greater confidence. The results indicated that many students have successfully mastered this skill, contributing to their high confidence levels.

Table 9: Posttest Performance of Students in Oral Communication Apprehension (OCA).
Pronouncing Words Accurately and Clearly in Oral Communication

Score Range	Frequency	%	Category
5	0	0.00	Outstanding
4	16	43.24	Very Satisfactory
3	21	56.76	Satisfactory
2	0	0.00	Fairly Satisfactory
1	0	0.00	Did not meet Expectations
Total	37	100.00	
Mean	3.43		Outstanding
Standard Deviation	0.50		

Table 9 indicated that students demonstrate a strong ability to pronounce words accurately and clearly during oral communication, with a mean score of 3.43 categorizing their performance as "Outstanding." Outstanding (5): No students achieved this top score, indicating an area for potential improvement. Very Satisfactory (4): A significant 43.24% of students scored in this range, reflecting a high level of proficiency in pronunciation. Satisfactory (3): The majority, 56.76%, fell into this category, demonstrating adequate pronunciation skills. There were no students classified as "Fairly Satisfactory" or "Did not meet Expectations." The result anchored the study of Bandura's self-efficacy theory (1977) indicated that confidence in one's abilities can enhance performance in specific tasks, including pronunciation. The mean score of 3.43 suggests that students generally feel capable of pronouncing words clearly, which contributes to their performance.

4.3 Significant Difference Between the Students' Pre-Test and Post-Test Performance in Terms of Communication Abilities (CA), And Between Their Pre-Test and Post-Test Performance Levels in Oral Communication Apprehension (OCA) Based on The Oral Communication Tasks

SOP 5

Table 10: Test on the Significant Difference Between the Pre-Test and Post-Test Performances of the Respondents – Oral Communication Abilities.

Variable	Mean	Mean Difference	t	p-value	Effect Size	Decision	Interpretation
Pre-test	11.97	5.05	9.75	<.001*	0.89	Reject Ho	There is a significant difference
Post-test	17.03						

Note: * $p < 0.05$ -There is a significant difference

Table 10 demonstrated that the respondents' post-test performance (Mean = 17.03) was significantly higher than their pre-test performance (Mean = 11.97), with a mean difference of 5.05 points. The highly significant t-value ($t = 9.75$, $p < 0.001$) indicates that this improvement is statistically significant. Moreover, the effect size of 0.89 suggests that the intervention or instruction had a large and meaningful impact on respondents' performance. This means that the observed improvement is not only statistically significant but also educationally and practically important, confirming the effectiveness of the intervention. Moreover, significant study from Fushino, K. (2010) states that when a constant conducive learning environment is established in the classroom, student-centered promotes knowledge acquisition free from communication apprehension. Additionally, Kang (2005) mentioned that there are different factors on how students initiate a conversation in accordance with the Dyad communication. Where based on the study, it reflects on what are the topic enunciate, whom the students are conveying into, and where does the conversation take place or being delivered, and any other

factors that might affect the willingness and readiness and the students. The overall results suggest that while some aspects of verbal behavior improved, the effectiveness of the intervention may not be uniform across all speech types.

Table 11: Test on the Significant Difference Between the Pre-Test and Post-Test Performance Levels in Oral Communication Apprehension (OCA) Based on The Oral Communication Tasks: Expressing thoughts clearly during oral interactions

Variable	Mean	Mean Difference	t	p-value	Effect Size	Decision	Interpretation
Pre-test	3.03	0.73	5.77	<.001*	0.95	Reject Ho	There is a significant difference
Post-test	3.76						

Note: * $p < 0.05$ -There is a significant difference

Table 11 result indicated a significant improvement from the pretest mean of 3.03 to the posttest mean of 3.76, with a mean difference of 0.73, a t-value of 5.77, and a p-value less than 0.001, which suggests a significant difference; the effect size of 0.95 indicates a large effect, highlighting the substantial impact of the instructional methods employed on students' communication skills.

The result above anchored the study of Juhana (2012) indicated that addressing psychological barriers, such as communication anxiety, can improve performance. The significant improvement suggests that students may have been supported in overcoming these barriers, leading to clearer expression. Studies by Freeman et al. (2014) show that engaging students in active learning strategies can enhance their communication abilities. The increase in scores reflects that student were likely more engaged during the instructional period leading to the posttest.

Table 12: Responding Confidently in Front of Audience

Variable	Mean	Mean Difference	t	p-value	Effect Size	Decision	Interpretation
Pre-test	3.03	1.00	7.78	<.001*	1.28	Reject Ho	There is a significant difference
Post-test	4.03						

Note: * $p < 0.05$ -There is a significant difference

Table 12 presented the result of responding confidently in front of an audience shown a significant improvement from the pretest mean of 3.03 to the posttest mean of 4.03, with a mean difference of 1.00, a t-value of 7.78, and a p-value less than 0.001, indicating a significant difference; the effect size of 1.28 suggests a large effect, emphasizing the substantial impact of the instructional methods on students' confidence in public speaking.

Table 13: Pronouncing Words Accurately and Clearly in Oral Communication

Variable	Mean	Mean Difference	t	p-value	Effect Size	Decision	Interpretation
Pre-test	3.43	0.43	5.24	<.001*	0.86	Reject Ho	There is a significant difference
Post-test	3.00						

Note: * $p < 0.05$ -There is a significant difference

Table 13 presented the data for pronouncing words accurately and clearly in oral communication revealed a significant difference, with a pretest mean of 3.43 and a posttest mean of 3.00, resulting in a mean difference of 0.43, a t-value of 5.24, and a p-value less than 0.001; this indicates a statistically significant improvement, while the effect size of 0.86 suggests a moderate effect, highlighting the positive impact of the instructional methods on students' pronunciation skills.

SOP 6

4.4 Thematic Analysis on the Learning Experiences of the Senior High School students.

In a series of interviews, respondents shared their experiences with non-violent communication (NVC) and its effects on their oral communication abilities, revealing several key themes that underscore its transformative impact. A significant increase in confidence emerged as a primary outcome of using NVC techniques, with many students expressing that they felt empowered to articulate their thoughts clearly in various settings, including classroom discussions, group projects, and public speaking events. This newfound confidence was closely linked to the role of empathy, as respondents highlighted that understanding and appreciating others' perspectives helped to reduce their anxiety when speaking. The empathetic engagement fostered a sense of connection, allowing students to feel more at ease during interactions, which in turn encouraged more open and honest dialogue.

Additionally, the structured nature of NVC was recognized as a vital factor, enabling students to organize their ideas effectively and communicate them without fear of judgment. This framework provided a clear path for expressing thoughts and emotions, making it easier for students to navigate complex conversations. Many respondents noted that this structure created a supportive environment where they felt safe to express themselves, further enhancing their communication skills and promoting a culture of respect and understanding within their peer groups.

Moreover, respondents reflected on how the principles of NVC encouraged active listening, which played a crucial role in enhancing their interactions. By learning to listen attentively to others, students not only improved their understanding of different viewpoints but also fostered a greater sense of community and collaboration among their classmates. This emphasis on listening created a feedback loop that reinforced their confidence, as students felt valued and heard in conversations.

Overall, the interviews revealed a profound and transformative impact of NVC on students' oral communication abilities, contributing to a more positive and effective interaction experience among peers. The ability to communicate empathetically and confidently not only improved individual skills but also enriched group dynamics, enabling students to engage in deeper, more meaningful discussions. As a result, the application of NVC principles has not only enhanced students' communication capabilities but also equipped them with essential life skills that will serve them well beyond the classroom, preparing them for future academic and professional endeavors.

Theme 1: Increased Confidence in Communication

The theme revealed that a majority of respondents experienced heightened confidence levels when utilizing NVC techniques. Many noted that understanding their feelings and needs enabled them to articulate their thoughts more effectively, leading to a reduction in public speaking anxiety.

Theme 2: Clarity and Structure in Communication

The theme indicated that respondents appreciated the clear structure NVC provided for organizing their thoughts. This clarity reduced confusion and hesitation, allowing them to express their needs assertively without being confrontational. They reported improved logical articulation of ideas, which facilitated more productive discussions.

Theme 3: Reduction in Anxiety and Fear of Judgment

The theme highlighted a significant decrease in communication apprehension attributed to the supportive environment fostered by NVC. Respondents felt liberated from the fear of negative evaluation, allowing them to engage more openly in discussions. This nurturing communication atmosphere was pivotal in encouraging active participation.

SOP 6

4.5 Enforced Language Intervention Guide

The Language Intervention Guide to be provided is a structured approach addressing oral communication apprehension among students. It outlines a series of lessons designed to enhance students' understanding of communication dynamics, particularly focusing on managing apprehension and recognizing non-inviting communication.

The Language Intervention Guide offers a robust framework designed to tackle the pervasive issue of oral communication apprehension among students, emphasizing essential areas such as awareness, recognition, management, application, and evaluation. Over the course of five days, this program systematically builds students' understanding and skills, beginning with an introductory lesson that defines oral communication apprehension. Here, students engage in diagnostic quizzes and self-rating scales to gauge their levels of apprehension, fostering a sense of self-awareness that is crucial for personal growth.

Objectives

By the end of the lesson, learners should be able to:

1. Define and explain oral communication apprehension and non-inviting communication.
2. Identify personal levels of oral communication apprehension.
3. Analyze situations involving non-inviting communication.
4. Demonstrate strategies to manage communication apprehension.
5. Reflect on how non-inviting communication affects interpersonal and group communication dynamics.

Scheme of Implementation

- Grade Level: Senior High School (Grade 11/12)
- Duration: 1–2 weeks (3–4 sessions of 1 hour each)
- Teaching Strategies: Interactive lecture, role-play, self-assessment, group discussion, video analysis, reflection journal.
- Assessment Tools: Observation checklist, reflection paper, oral performance rubric, peer evaluation.

In conclusion, this guide is designed to empower students with the skills and confidence necessary for successful communication, contributing to a more inclusive and understanding educational atmosphere. By addressing the multifaceted components of communication apprehension, the program enhances individual student outcomes while also enriching the overall classroom experience. In doing so, it prepares learners to engage effectively in future academic, professional, and social contexts, equipping them with essential life skills that extend beyond the classroom.

5. Conclusion

Based from the results and discussion, the implementation of non-violent communication (NVC) has shown a profound impact on students' oral communication abilities. By fostering increased confidence, providing clarity, and reducing anxiety, NVC techniques enable students to express themselves more effectively in various settings. Overall, these findings underscore the importance of creating a supportive communication environment that encourages active participation and enhances students' interpersonal skills.

Conflict of Interest Statement

The author declares no conflicts of interest.

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